I. Descriptive Information of Course:
   A. Course Number and Title: LS 520: Early Childhood Literacy Materials & Story Programs
   B. Description: Introduces a wide variety of print and digital early literacy materials for young children ages birth to seven with an emphasis on selecting materials and developing literature-based story programs to meet their educational, cultural, and recreational needs. Among the types of story programming techniques to be explored are storytelling, flannel boards, drama, puppetry, and finger rhymes. Emphasis will be placed on investigating the principles involved in designing, implementing, promoting and evaluating early literacy story programs for young children.
   C. Course Credit: 3 credit hours

II. Overview of Course Goals:
Students will be involved in activities throughout the course that will:
- Provide an overview of the history of library services to preschoolers;
- Examine the history and characteristics of the various genres of literature for very young children;
- Explore the ways in which illustrations in a picture book convey meaning;
- Examine some of the social issues in contemporary works of children’s literature intended for ages birth to seven years;
- Explore the social, political, and literary issues raised by many contemporary works of children’s literature and literacy materials for early childhood;
- Investigate the use of digital media, such as storybook apps and digital picture books, with young children to teach early literacy skills;
- Detail the role of high-quality children’s literature in the language, intellectual, personality, social, moral, aesthetic, and creative development of young children;
- Cultivate the ability to effectively evaluate books, music, films, websites, digital media, etc. for young children using a variety of techniques including child appeal, literary merit, quality of content, treatment of social issues, and developmental appropriateness for target audience;
 Cultivate appreciation of developmentally appropriate, quality literature in enhancing early literacy story programs and young children’s life-long learning;

 Promote the use of professional publications and children’s review media to guide in the selection of literacy materials for young children;

 Explore the ways to effectively introduce books to babies and toddlers;

 Explore the various types of library story programs for young children and how they promote early literacy development;

 Examine the collaborative opportunities between early literacy programs in the library and preschool/early childcare programs.

 Explore how to create and utilize innovative aids to enhance the presentation of story programs;

 Introduce how to plan, implement, promote, and evaluate engaging story programs for babies, toddlers, preschoolers, and young school-age children;

 Examine how to prepare inclusive storytime programs celebrating cultural diversity.

 III. Course Objectives and Student Learning Outcomes:

 During the course, students will:

 1. Observe the interactions of young children with books, record the results of their observations, and synthesize and share their findings during a class discussion of early childhood development and the use of literacy materials.

 2. Read a variety of children’s picturebooks as well as other required readings and be prepared to participate in discussions regarding major historical moments, social issues, censorship, age-appropriateness, current trends, etc.

 3. Evaluate the effectiveness and usefulness of a variety of print and digital materials produced for very young children based on the following criteria: literary merit (quality of text), quality of illustrations/graphics, uses in meeting young children’s learning and developmental needs, and treatment of social issues.

 4. Create professional-quality reviews of materials for young children that can be posted on SLIS’s Crimson Review of Children’s and Young Adult Literature blog.

 5. Participate in various early literacy programming techniques such as storytelling, reader’s theatre/drama, puppetry, flannel boards, songs, and finger rhymes to better understand the motor skills and developmental processes of young children attending story programs.

 6. Create and utilize a storytelling aide (flannel board, finger/hand puppet, costume, etc.) intended for young children during a story program.

 7. Evaluate and critique an early literacy story program for young children to better understand the processes involved in the implementation and delivery of such programs.

 8. Develop an early literacy story program that demonstrates appropriate use of children’s literature to enhance and promote young children’s life-long
learning. This will involve putting into practice the various class readings and newly learned literacy sharing skills.

9. Utilize professional publications related to library services for young children to understand the current challenges facing professionals serving the literacy needs of young children.

10. Explore and critically analyze various digital media, such as digital apps and digital picture books, to discern their role in fostering emergent literacy skills of young children.

IV. Required & Recommended Text and Materials:

Required Texts:

Required Technology Equipment & Online Classroom:
- Students must have access to a webcam and computer microphone.
- Access to the online classroom is available via Zoom. Please use the following link to access our live classroom: https://uasystem.zoom.us/j/256685155
- Access to online readings, the discussion boards, and assignments is available via Blackboard. You’ll submit all your assignments there.

Required and Supplemental Readings Available via Blackboard:
- Bratt, J. (2018). Let’s Talk About Race in Storytimes. Youtube Webinar [start around 3:30]: https://www.youtube.com/watch?v=BT2ImUZRw-g


Recommended New and Classic Professional Books:


Recommended Websites:
- Babies Need Words - http://www.ala.org/alsc/babiesneedwords
- Books for Babies - http://www.ala.org/united/products_services/booksforbabies
- Born to Read - http://www.pplc.us/borntoread.shtml
- Colorin Colorado - http://www.colorincolorado.org/
- Every Child Ready to Read - http://www.everychildreadytoread.org/
- Ghoting’s Early Literacy Website - http://www.earlylit.net/
- Little eLit - http://littleelit.com/
- Mother Goose on the Loose - http://www.mgol.net/
- National Association for the Education of Young Children (NAEYC) - http://www.naeyc.org/
- Reading is Fundamental - http://www.rif.org/
- Reading Rockets - http://www.readingrockets.org/
- Read to Your Baby - http://www.readtoyourbaby.com/
- Zero to Three - http://www.zerotothree.org/
V. Administrative Details:

**Academic Responsibility**
All students in attendance at the University of Alabama are expected to be honorable and to observe standards of conduct appropriate to a community of scholars. All acts of dishonesty in any academic work constitute academic misconduct. This includes, but is not limited to, the following: cheating, plagiarism, fabrication, and misrepresentation. The Academic Misconduct Disciplinary Policy will be followed in the event that academic misconduct occurs. You agreed by enrollment in UA to strictly adhere to the academic responsibility code of the University as described by the Capstone Creed ([https://sa.ua.edu/about/the-capstone-creed/](https://sa.ua.edu/about/the-capstone-creed/)), and the Academic Misconduct Disciplinary Policy ([https://provost.ua.edu/academic-misconduct-disciplinary-policy/](https://provost.ua.edu/academic-misconduct-disciplinary-policy/))

**Americans with Disabilities Act - Student Assistance**
If you are registered with the Office of Disability Services, please make an appointment with me as soon as possible to discuss necessary course accommodations. If you have a disability, but have not contacted the Office of Disability Services, please call (205) 348-4285, visit 1000 Houser Hall to register for services, or visit their website [http://ods.ua.edu/](http://ods.ua.edu/).

**Statement of Equality**
The instructor and students in this course will act with integrity and strive to engage in equitable verbal and non-verbal behavior with respect to differences arising from age, gender identity, sexual orientation, race, ethnicity, physical ability, religious preferences, and individual perspectives and points of view. Our goal is to create a supportive and inclusive class environment conducive to open discussion, learning, and achievement.

**UA ACT Ethical Community Statement**
The University of Alabama is committed to an ethical, inclusive community defined by respect and civility. The UAct website provides a list of reporting channels that can be used to report incidences of illegal discrimination, harassment, sexual assault, sexual violence, retaliation, threat assessment or fraud. For more information, refer to [https://www.ua.edu/campuslife/uact/](https://www.ua.edu/campuslife/uact/)

**Syllabus Contract & Changes Statement**
This syllabus is a contract between the students and instructor. In the event of extenuating circumstances or necessary modifications to create the best learning experience for the students, this syllabus and schedule
are subject to change. Changes in due dates or assignments will not be made if they put students at a disadvantage. Any changes or modifications will be communicated to students in class and via the “announcements” section of Blackboard.

**Attendance Policy**
Classrooms are houses of collaborative and cooperative learning. This course is constructed around interactions requiring students’ regular class attendance. You are expected to be on time and prepared for each class. You are also expected to actively participate by taking part in class discussions and interacting with guest speakers, promptly completing readings **before** class, and submitting assignments by the due date listed on the class schedule. Class participation points are determined by your attendance and involvement in all activities.

Attendance will be informally taken at the beginning of class. A student is considered “tardy” if they arrive after attendance has been taken. Two tardies will be counted as one unexcused absence. Only one unexcused absence is permitted without penalty to the course grade. An unexcused absence is an absence without an official document from the appropriate agency (i.e. doctor’s note/statement, death announcement, etc.). If a student arrives after 50% of the class time has already passed, then they will receive an unexcused absence. It is the student’s responsibility to inform the instructor in writing (e-mail) of the reasons for excused absences preferably **before** the missed class. **Students, who miss two or more class periods for any reason, should make an appointment with the instructor to make up work immediately. No student missing more than two classes will receive a passing grade for the course except in extremely unusual circumstances.**

**VI. Academic Course Requirements and Assignments:**

During this course, student progress and understanding will be assessed using the assignments listed below. Each bullet represents an assignment for which student performance will be assessed.

**Puppet Introductions:** Students in this class will be engaged in numerous activities designed to engage young children in the library. Often students are hesitant to participate for fear of being judged by classmates, their peers, etc. To help you overcome any fears of embarrassment and to help the class better understand you and your personality, each student will use a puppet to introduce themselves during the first class. Specifically, you will: (1) Choose a puppet or make your own that represents a part of your personality; (2) Create a persona for the puppet that matches your own: silly, goofy, excited, shy, worried, etc.; (3) Introduce yourself to the class (on January 14th), keeping the personality of your puppet; and (4) Answer the following questions: Where are you from?, What do you do? What is one interesting fact about you?, Why are you taking this class?, and Why do you want to work with young children? **This assignment is worth part of your class participation grade and due the first day of class – January 14th.**
Books for Young Children Tally Sheet: Students will read a selection of books by many different authors for young children. The categories into which young children’s books are divided for this course include: Caldecott Awards, Zolotow Awards, ABC Books, Counting Books, Concept Books, Rhymes and Fingerplays, Poetry, Folktales, Realistic Fiction Picturebooks, Historical Fiction Picturebooks, Beginning Readers, Early Chapter, Picturebook Biographies, Informational/Nonfiction Picture Books, Wordless Books, Board Books, Toy/Pop-Up Books, Books, Audio Read-Alongs, Multicultural Picturebooks, and Social Issues Books. Students will read books in the above categories to meet the requirements of the Books for Young Children Tally Sheet that will be available on under Assignments on Blackboard Learn. This assignment is worth 30 points. The Tally Sheet is due March 31st.

Young Child-Book Interaction Observation: To begin, (1) read the article in Blackboard Learn under Required Readings entitled “Books and Book Handling.” Using the Anecdotal Notes questions (p. 44) and the Informal Observation of Book Knowledge sheet (p. 104) from the article to guide your thinking, (2) observe and analyze young children’s interactions with books in various social settings, noting the children’s specific interactions and behaviors. For this assignment, you can go to multiple settings (libraries, bookstores, day care centers, Sunday school classes, school classrooms, etc.) and observe (not interact with) children as they handle, select, “read”, and engage with books. Ask yourself the following questions: What types of books do the children seem to be attracted to? Are particular genders of children attracted to a certain type of book? How are the children handling the books? What does this suggest about their developmental level? Do children’s behaviors with books change when a caregiver or other children are around? How do children of different ages handle books? Synthesize your findings and be ready to present the results of your observation orally on February 11th. You may find it easiest to bring a book and pretend to read while observing the kids. It may also be necessary that you get the permission of a teacher or librarian before observing in case they have concerns about your presence. You can give my contact information to the teacher/librarian if they have questions. This is an informal assignment but students are expected to participate in the class discussion. YOU DO NOT HAVE ANYTHING WRITTEN TO SUBMIT FOR THIS ASSIGNMENT. This pass/fail assignment is worth 10 points and is due February 11th.

Early Literacy Story Program Evaluation: Observe and analyze an early literacy story program for young children to determine its effectiveness. Students are to suggest changes to improve target-audience participation and appeal in these library/literacy programs. Your informal, in-class report should answer the following: When did the program take place, how many children attended, how old were the children, what was the program about, what materials were used, was there a craft, how did the reader engage children, were the children engaged, and using what you have learned in this class, how would you change the program to better suit the needs of the children. YOU DO
NOT HAVE ANYTHING WRITTEN TO SUBMIT FOR THIS ASSIGNMENT. This pass/fail assignment is worth **10 points** and due **June 18th**.

Class Participation: A focal point of this course is reading of the assigned research articles and textbook chapters, and consistent, engaging, and informed participation in class discussions of the readings. A percentage of the course grade is based upon participation in the class discussions evidenced by (1) your comments on what you have read, (2) your responses to the comments of other students, (3) your questions and suggestions of further classroom extensions, and (4) your engagement with the ideas raised for consideration by yourself and others. **Part of your class participation includes reading the discussion book Born Reading by J. Boog and participating in an in-class discussion on April 7th.** All course readings are due on the dates described in the course schedule. The total value of your class participation grade is **25 points**.

Book Reviews: Evaluating various children’s materials for collection development is one of the key roles of a children’s librarian. Children’s librarians must know how to effectively evaluate all types of materials: music, film, books, etc. For this assignment, you will complete book reviews on new or recent books for young children throughout the course. A handout will be provided detailing the criteria for book reviews. Books for review will be assigned by the instructor by the third class. Students should try to find their books locally. You are not required to purchase these books. If you reside close to Tuscaloosa, copies can be borrowed from the Children’s Review Center in the SLIS Study. For students further away, if you can’t get a copy of a particular assigned book, please let me know ASAP. I may ask you to select a replacement book for the particular title you are unable to locate. At the end of the course, book reviews will be posted on SLIS’s review blog The Crimson Review of Children’s and Young Adult Literature (http://sliscrimsonreview.blogspot.com/). All book reviews will be submitted together in one file at the end of the semester on Blackboard. However, if you would like the instructor to provide feedback, please email me one of your reviews and I will critique it. Any borrowed review books should be returned to the SLIS Children’s Review Center at the end of the semester. **Book Reviews should be posted on Blackboard by midnight on April 28th and are worth 30 pts.**

Read-Aloud Assignment: Read-Alouds and story times are staples in weekly programming for children’s librarians and school library media specialists. Using guidelines provided by the instructor, students will choose a picture book to read-aloud from books provided in class. The read-aloud should also be accompanied by a rhyme, song, or fingerplay that could be used with the book during a story time. Further instructions will be given in class. **Read-alouds are worth 10 points and will be shared in class on February 18th.**

Readers Theatre/Dramatic Skit: Readers Theatres and dramatic skits are excellent ways to incorporate children’s literature into a library program while engaging young children who learn best by hands-on participation. Students will participate in readers theatre/dramatic skits
during class and make suggestions for activities and learning extensions that will foster emergent literacy skills. **This assignment is part of the class participation grade.**

- **Storytelling Aide/Prop:** Storytelling and story programs for young children are greatly enhanced with the use of visual aides or props. For this assignment, students will select a story for young children that they would like to share with the class. Next they will create (not purchase) flannel/felt board pieces, finger/stick/hand puppets, or costumes (such as head bands or face masks) that will visually enhance their story. Students will share (not read) their stories and storytelling aides/props with the class on **March 10th**. **This assignment is worth 20 points.**

- **Early Literacy Story Program for Young Children:** It is important for school library media specialists and children’s librarians to know how to plan and implement library programs for young children. Many early literacy story programs are developed around month long themes such as “the farm,” “back-to-school,” “fall/harvest,” and “community helpers.” For this assignment, students will create a 45-minute early literacy story program centered on a chosen theme complete with songs/rhymes/fingerplays, early literacy activities, crafts, and a storytelling aide/prop. The program will include collaboration with a community agency/organization serving young children, a marketing plan and example of marketing material, and an example of a student-created early literacy tip sheet for parents/caregivers (covering areas from Every Child Read to Read). Finally the program will also include a materials list, evaluation component, and budget information. **This capstone assignment is worth 45 points and is due on April 21st.**

- **Digital Media Analyses:** Digital media such as apps and digital picture books are becoming popular, particularly in a Web 2.0 society. Digital media allow a librarian or educator to provide hands-on learning opportunities for young children to utilize technology to improve early literacy skills. However, it is important that digital media be developmentally accessible and appealing to young children. For this assignment, which will be completed in class, students will select at least 2 digital picture books, 2 early literacy activity websites for young children, or 2 storybook/creative/educational apps and analyze how easy it is for young children to use the selected media as well as the developmental appropriateness of the media for young children. Students will be using Kidmap’s Dig Checklist for evaluating inclusive, high quality media: [https://www.joinkidmap.org/digchecklist/](https://www.joinkidmap.org/digchecklist/). Students will then construct and deliver a brief 3-4 min informal presentation comparing/contrasting the various digital media and describing which is most appropriate for young children. **This pass/fail assignment will be completed in class on April 7th and is worth 20 points.**

**VII. Evaluation and Grading:**

Assessment of student performance will be based on both submitted assignments and participation in class discussion and activities. Students are
expected to demonstrate knowledge of course content and to practice effective communication skills.

Grades will be determined using the activities and points listed above in the “Academic Course Requirements and Assignments” section. **Failure to participate in or to complete any of the course activities and assignments will result in an “F” for the assignment and an overall final course grade reduction by one letter.** Consistent attendance and class participation will significantly influence the determination of final grades.

**Student projects and assignments will be evaluated as follows:**

- **Class Participation** – Participation in discussions of Required Readings and in-class activities such as Puppet Intros and Readers Theatre (25 points)
- **Young Child-Book Interaction Observation** - Due Feb. 11th (10 points)
- **Read Aloud Assignment** – Due Feb. 18th (10 points)
- **Books for Young Children Tally Sheet** – Due March 31st (30 points)
- **Early Literacy Story Program Evaluation** - Due March 3rd (10 points)
- **Digital Media Analyses (In-Class Activity)** – Due April 7th (20 points)
- **Born Reading Book Discussion** - Due April 7th (Part of class participation grade)
- **Storytelling Aide/Prop** – Due March 10th (20 points)
- **Early Literacy Story Program for Young Children** – Due April 21st (45 points)
- **Book Reviews** – Due April 28th (30 points)

**Total 200 possible points**

**All assignments will be reviewed for content, organization, and mechanics. Assignments should be typed and exemplify correct grammar. Points will be deducted from assignments that do not meet these criteria. You are working towards a higher degree. Please write accordingly.**

**Make-up Policy/Due Dates**

Assignments are due on the date listed in the class schedule. Students may elect to turn in late work for evaluation, but 5 pts will be deducted from that assignment for each calendar day (not each class meeting) beyond the due date that the assignment is late.

Unless the student has received an extension, no assignment which is more than one week late will be accepted for grading and a failing grade will be recorded for that assignment.

Grades for assignments will be posted on Blackboard. Final grades will be assigned according to the University Grading Scale (shown below in total points value out of 200):

A  (180-200)
B  (160-179)
C  (140-159)
D  (120-139)
F  (0-119)

**Incomplete Grades**
Incomplete grades will not be given for this course unless there are critical circumstances affecting a student's ability to meet course requirements. Students, who believe they need an incomplete, should notify the instructor as early in the term as possible. The instructor may ask for documentation regarding the critical situation that led the student to request an incomplete grade for the course. In cases where an incomplete grade is assigned, it is the student’s responsibility to complete all course requirements within the timeframe established by the instructor.

Feedback During the Semester and Contacting the Professor

**I encourage you to take advantage of the multiple ways to contact me in order to receive constructive feedback on your work. I am very happy to discuss the work for our class at any point in the semester. The quickest way to reach me is via email (jcnaidoo@slis.ua.edu). I generally check email several times a day unless I’m traveling. If you send me an email, PLEASE ensure that you include **LS 520** in your subject heading. I receive hundreds of emails per day, and if your email is not labeled, I may miss your important message or question.**
<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points Value</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Puppet Introductions</td>
<td>Points included in Class Participation</td>
<td>January 14th</td>
</tr>
<tr>
<td>2. Young Child-Book Interaction Observation</td>
<td>10 points Pass/Fail</td>
<td>February 11th</td>
</tr>
<tr>
<td>3. Read Aloud Assignment</td>
<td>10 points Pass/Fail</td>
<td>February 18th</td>
</tr>
<tr>
<td>5. Early Lit. Story Program Evaluation</td>
<td>10 points Pass/Fail</td>
<td>March 3rd</td>
</tr>
<tr>
<td>8. Storytelling Aide/Prop &amp; Story</td>
<td>20 points</td>
<td>March 10th</td>
</tr>
<tr>
<td>4. Books for Young Children Tally Sheet</td>
<td>30 points</td>
<td>March 31st</td>
</tr>
<tr>
<td>6. Born Reading Book Discussion</td>
<td>Points included in Class Participation</td>
<td>April 7th</td>
</tr>
<tr>
<td>7. Digital Media Analyses</td>
<td>20 points Pass/Fail</td>
<td>April 7th</td>
</tr>
<tr>
<td>9. Early Literacy Story Program for Young Children</td>
<td>45 points</td>
<td>April 21st</td>
</tr>
<tr>
<td>10. Book Reviews</td>
<td>30 points</td>
<td>April 28th</td>
</tr>
<tr>
<td>11. Class Participation: Required Readings, In-Class Discussions, Reader’s Theatre</td>
<td>25 points</td>
<td>On-going as specified in the Course Schedule</td>
</tr>
</tbody>
</table>
VIII. Tentative Course Schedule:

LS 520: Early Childhood Literacy Materials & Story Programs
Spring 2020 – Online

January 14th
Prepare for Today’s Class: Puppet Introduction [you will find or create a puppet that represents some aspect of ‘you’ and use it to introduce yourself in class with the webcam.]

Today’s Topics:
★ Course Introduction and Overview
★ Student Puppet Introductions (Students will need a webcam for this in-class assignment)
★ Why should you become a children’s Librarian working with young children?
★ ALSC Competencies for Librarians Serving Children
★ Readers! Start Your Engines!: Discuss Reading Tally Sheet assignment (Due March 31st)

January 21st
Read for Today’s Class: Sawyer Blackboard article “Using Various Types of Literature”; Ghoting & Martin-Diaz Textbook Introduction and Chapters 1-3; Blackboard Articles “Literacy Development for Infants & Toddlers” and “Books and Book Handling.”

Today’s Topics:
★ What are Picturebooks and Criteria for Evaluating Picturebooks – Text & Illustrations
★ Picturebook Awards
★ Early Childhood Development and Early Literacy
★ Book Preferences of Young Children
★ Discuss Child-Book Interaction Observation assignment (Due February 11th)

January 28th
Read for Today’s Class: McNeil Textbook Chapters 1-3, 5-6; Blackboard Article “Libraries are Family Places for Literacy and Learning;” Skim Blackboard Article “A History of Library Service to Preschoolers.”

Today’s Topics:
★ Discuss Readings
★ History of Library Services to Preschoolers
★ Informal student sharing of Early Childhood Memories of Libraries
★ Professional Resources for Librarians Serving Young Children
★ Professional Review Resources for Books for Young Children
★ Reviewing picture books (Practice in Class) and Distribute List of Assigned Review Books

February 4th
Prepare for Today’s Class: Bring a picturebook to class that appeals to you in some way.
Read for Today’s Class: McNeil Textbook Chapter 8

Today’s Topics:
★ Discuss Readings
Initiatives and Associations for Librarians Serving Young Children

Book Review Recap

Read-Aloud Guidelines and Discuss Read-Aloud Assignment (Due Feb. 18th)

Reader Response and Young Children

February 11th

Prepare for Today’s Class: Complete Child-Book Interaction Observation

Read for Today’s Class: McNeil Textbook Chapters 4 & 7; Ghoting & Martin-Diaz Textbook Chapters 6, 10-13.

Today’s Topics:

- Sharing findings from Young Child-Book Interaction Observation (small group);
- Storytelling techniques: Flannel Board/Story Pieces, Cut and Tell, Draw and Tell, Dress-up/Props
- Professor demonstration of storytelling techniques
- Discuss Storytelling Prop/Aide assignment (Due March 10th)
- Planning, Implementing, and Evaluating Early Literacy Storytimes
- Discuss Early Literacy Story Program Evaluation assignment (Due March 3rd)

February 18th

Prepare for Today’s Class: Complete Read-Aloud and accompanying rhyme/finger play/song and post on Blackboard before class.

Read for Today’s Class: Naidoo and Scherrer “Bilingual Storytime: One Program, Many Ways.”

Topics Covered:

- Guest Speaker: Alyssa Jewell on Music and Movement Storytimes
- Bilingual Storytimes
- Reader’s Theatre (In-Class activity)
- Discuss Early Literacy Program Assignment (Due April 21st)
- Student presentations of Read-Alouds (small group viewing of read-alouds)

February 25th


Topics Covered:

- Discuss Readings
- Puppets in the Library & Puppet Resources
- Importance of Play in the Library
- Beginning and Leveled Readers and Early Chapter Books/Transitional Readers

March 3rd

Prepare for Today’s Class: Bring 2 books for young children to class that you think could be used for bibliotherapy purposes; Complete Early Literacy Story Program Evaluation

Today’s Topics:
★ Discuss Readings
★ Bibliotherapy and Using Books to Support the Emotional and Social Development of Young Children
★ Social Topics and Controversial Themes in Books for Young Children: Skippyjon Jones, 10 Little Indians, Dr. Seuss, LGBTQ Families, etc.
★ Sharing Early Literacy Story Program Evaluations (small group)

March 10th
Prepare for Today’s Class: Prepare Storytelling Prop and Corresponding Story
Read & Watch for Today’s Class: WATCH Bratt youtube webinar “Let’s Talk About Race in Storytimes: https://www.youtube.com/watch?v=BT2imUjZRw-g and READ Eisenberg “6 Myths About Diversity in Early Childhood Storytimes”: http://ideas.demco.com/blog/6-myths-diversity-early-childhood-storytimes/;

Today’s Topics:
★ Discuss Readings
★ Teaching Young Children about Bias, Diversity, and Social Justice
★ Hot Topics in Story Programs for Young Children: Drag Queen Storytimes, Black Lives Matter Storytimes, and Spectrum & Sensory Storytimes
★ Exploring and Talking About Race in Storytimes
★ Student Presentations of Storytelling Props and Story (via Webcam)

March 17th
Spring Break – No Class!!}

March 24th

Today’s Topics:
★ Discuss Readings
March 31st - Professor attending Bologna International Children’s Book Fair

Today’s Topics:
Due Today: Tally Sheet due by Midnight.
★ No formal class – use class time to finish Tally Sheet

April 7th
Prepare for Today’s Class: Locate Newsbyte & a Professional Article Related to Media Literacy or Digital Media and Young Children to Share in Class
Read for Today’s Class: Born Reading book by Jason Boog

Today’s Topics:
★ Student Sharing of Newsbyte & Professional Article
★ Large group book discussion of Born Reading
★ Digital Media Analyses (In Class Assignment)
★ Guided Online Exploration - Tap, Click, Read (www.tapclickread.org/) and Never Shushed (https://nevershushed.com/)

April 14th - Professor attending Alabama Library Association Conference

Today’s Topics:
★ No formal class – use class time to work on Early Literacy Program assignment

April 21st - Last Day of Class
Prepare for Today’s Class: Complete Early Literacy Program and Prepare Teaser (submit any powerpoint slides by 3 pm central for inclusion in class powerpoint)
Read for Today’s Class: Nothing

Today’s Topics:
★ Course Evaluations
★ Student Presentation of Early Literacy Program Teaser (Programs due by Midnight)
★ Informal Booktalk of Favorite Review Book

April 28th
Due: All Book Reviews due by Midnight today.

Important Note:
Please bring a sense of humor, open mind, and young heart to class and the course assignments. We have a lot of work to do but let’s have fun at the same time!